

## **Performance & Live Art: Look How We Move**

### **Who's it for?**

KS1 & KS2 (11yrs and under)

### **What's it about?**

Key words & themes in this activity include: unearthing the facts/ mapping our movements/ refugees and migrants are welcome/ celebrating refugees in the UK/ the real Britain

### **You will need:**

Large sheets of paper/ pencils/ pens/ string/ open space/ yourselves!

As a group, have some fun testing your knowledge of the world map. Recreate it in the space by making zones for all of the continents, using the string to map out the areas of land on the floor.

You could use the large paper to make flags that mark out each continent. Make sure you include them all, there should be: Asia, Africa, North America, South America, Antarctica, Europe, Australia.

If you want to, spend some time thinking about the countries within these continents. The last exercise will be to share where you and your family are from, so you don't need to do that now, but you might like to check that you are clear where certain countries are – help each other out as you go!

You might like to ask someone to take photos of you when you have taken your positions in each exercise, so that you can look at the 'body map' more clearly afterwards.

**Exercise 1- Go and stand in the area of the room where you think most refugees come from.**

**Have a look around - do your friends agree with you? Have you gone to similar places or are you all spread out?**

**Exercise 2- Now go and stand in the area of the room where you think most refugees head to when they are forced to leave their homes. Which countries do you think have the most refugees in them?**

**Again, make a mental note of where your friends and classmates are standing - are you in agreement?**

**Exercise 3- Where are you and your family from? You might have been born in the UK but your parents or your grandparents may have been born elsewhere.**

**If your family are from a few different places, you can spend some time in each.**

## **Now for the facts!**

If you chose to take photos during each exercise, then you might like to map out the facts as you go over them below and take a second photograph to compare.

Let's see how you did!

### **Where did you think most people think refugees arrive from?**

In 2014 (and remember that this will change depending on what is happening in different parts of the world for different people!) the **top ten** countries of origin of people seeking asylum in the UK (in order) are:

Pakistan, Iran, Sri Lanka, Syria, Eritrea, Albania, Bangladesh, Afghanistan, India, Nigeria.

(Source: [Home Office Asylum Data Tables January to March 2014](#))

### **And where did you think most refugees resettle?**

At the end of 2013, refugees, asylum seekers waiting for a decision and stateless people made up just **0.23%** of the UK population. That's **126,055** refugees, **23,070** pending asylum cases and **205** stateless persons.

The vast majority of refugees stay in their region of displacement: **86%** of the world's refugees are hosted by developing countries. Pakistan hosts the highest number of refugees at **1.6million**.

(Source: UNHCR 2013 Global Trends Report)

### **How many people in your group were from different places in the world?**

Did this surprise you? Why? Do you know where you got your ideas from? Was it because of something you saw on television or heard from someone in your family?

Sometimes it's easy to hear a piece of information from one person and forget to check the bigger picture. There are all sorts of reason why people might have the wrong information or have strong views which might be negative towards refugees and migrants. Can you think of any now?

Some people are quick to trust the person or source where they first heard information from. We all do it and being trusting is an important human quality, but it is also important to know the facts for ourselves before we jump to any conclusions.

Help us to make sure people know the facts! If you liked the game or what you learnt today - pass it on!

**UNHCR have got [some useful facts and figures](#) to help you learn more.**

## **Performance & Live Art Activity: Celebrating contributions to our shared future**

### **Who's it for?**

KS3 & KS4 (12yrs+)

### **What's it about?**

Key words & themes in this activity include: celebrating diversity/ contributions BIG and small/ creative activism/ refugees/ human rights/ changing Britain/ refugees and migrants are welcome/ celebrating diversity/ celebrating refugees in the UK/ recognizing different perspectives and journeys/ learning through the arts/ film/ multimedia / social media

### **You will need:**

Paper/ pencils/ pens/ camera/ video camera (optional: projector and screen, display board, social media, [Traces Tumblr](#))

**Use Traces to choose an individual artist/ contributor who has helped to shape the arts and culture of the UK.**

**Make sure you read the main text around the individual but also the 'reveal boxes', which give you more information about why they might have had to leave the UK or not return home.**

**Use the following steps as a guide, writing notes as you work through the sections - you will have a great structure for a short play or storyboard by the time you reach the end!**

### **Why?**

Start with the context or background. Use the reveal boxes underneath the main page about your chosen artist/ contributor. Why might they have had to flee their home? Can you dig out any more information on this?

### **How? / When?**

Using Traces and other online sources (you might find some interesting snippets of information or more of their artwork to help paint a colourful picture of their personal story!) Can you see why they had to leave the country they were living in? How and when did they do this? Remember to make notes!

### **Where?**

Where did your chosen artist/ contributor move to in the UK? Or if this doesn't feel relevant, then where did their practice move to - i.e. what did they start to do when

they arrived in the UK? What are the examples of work that particularly interest and inspire you?

### **Who?**

Are there any other people involved in this person's history and development?

### **Now tell their story!**

**Use your research and planning notes from the sections above to create an engaging short story which helps other people to learn about their unique story and valuable contributions to our arts and culture.**

You might choose to create a short play, a series of tableaux highlighting key events in your individual's story (you might like to include a narrator to guide your audience through the story), or a visual storyboard to plan out the individual scenes and sections to your play as if you were moving onto writing and performing the piece.

If you have time, you can have fun creating a visual storyboard and then producing the play – why not use this activity to build your skills for a future as a budding playwright, performance artist or filmmaker!

### **Take It Further: Over, Under, Sideways, Down**

Last year British Red Cross produced a [comic](#) for Refugee Week 2014 which celebrated the positive contribution that refugees make to our society.

Written by graphic novelist Karrie Fransman, it told the upsetting but ultimately uplifting true story of a young Kurdish-Iranian refugee, Ebrahim.

Ebrahim worked closely with Karrie on the work, and it was a real success!

The comic paints a vivid picture of Ebrahim's journey to the UK and the help he got when he arrived which helped him to make some positive steps to establishing himself and making some positive contributions to the UK. In January 2015 the comic even won a *Broken Frontier* Award for its brilliance!

**[Read the comic](#) and then explore it using the [education & learning resources](#) put together by the British Red Cross and Refugee Week partnership.**